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Infantry Training

Pamphlet No. 1

General Introduction (All Arms)

1961

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*Prepared under the direction of
The Chief of the Imperial General Staff*

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INFANTRY TRAINING

PAMPHLET No. 1

GENERAL INTRODUCTION (ALL ARMS)

CHAPTER 1

INTRODUCTION TO INFANTRY TRAINING

Aim of Infantry training

1. The aim of Infantry training is to prepare the Infantry soldier for battle.

2. Every commander and instructor must devote himself to this aim. It is the only criterion by which the value of training can be judged. Before every training period, whether it is a 45-minute lesson or a three day battalion exercise, the instructor or commander must ask himself if it will make his men more prepared for battle. If it will, then the training should be worth while.

Weapon training

3. Weapon training deals with both the firing of the weapon and its handling under battle conditions; fieldcraft is therefore an integral part of weapon training.

4. Fieldcraft enables a man to move himself and his weapon in the best way by the best route to a good firing position. It calls for a high standard of visual training, ground appreciation, initiative, cunning, and physical fitness.

5. Weapon training therefore consists of:—

- Technical handling:* the mechanical mastery of the weapon. How to look after it, and how to load, aim and fire it accurately.
- Battle handling:* the application of technical handling to battle requirements. This can only be achieved through the inculcation of a complete mastery of fieldcraft.

6. Both technical and battle handling are taught concurrently throughout a soldier's training. This helps him to understand the fundamental purpose of weapon training which is to prepare him for battle. It also helps him to enjoy his weapon training and to feel that it is well worth while.

7. Weapon training is designed to turn out individual soldiers and weapon teams fully trained in the technical and battle handling of their respective weapons.

8. The paramount importance of accurate shooting must be constantly emphasised throughout all weapon training instruction. Even the most brilliant fieldcraft is of no avail if the soldier or weapon team cannot hit the enemy after reaching the firing position.

Tactics

9. Weapon training should not be confused with tactics for if a weapon training instructor becomes involved in this complex subject, he and his squad will be diverted from their real task which is the study of the technical and battle handling of individual weapons. The essential point to grasp is that *weapon training teaches how to fire and how to move* whereas *tactics teaches the application of fire and movement to the various tactical situations.*

Battle inoculation

10. A soldier will not be wholly fit for battle after mastering weapon training and tactics unless his training has included measures to accustom him to the atmosphere and noise of the battlefield. Battle inoculation is designed to do this.

11. Battle inoculation, on a small scale, can be incorporated in some of the lessons included in Infantry Training Pamphlet No. 2, Fieldcraft (WO Code No. 8890).

12. Notes on the subject, together with a suggestion demonstration, can be found in Infantry Training Pamphlet No. 11, Trained Soldiers (All Arms)—Exercises in Handling of Weapons, 1955 (WO Code No. 8930).

CHAPTER 2

INFANTRY TRAINING PAMPHLETS

Grouping

13. The current series of Infantry Training Pamphlets includes this introductory pamphlet and a number of other pamphlets which are grouped in four volumes :—

Volume I	Infantry Platoon Weapons
Volume II	Infantry Heavy Weapons
Volume III	Ranges and Range Courses
Volume IV	Tactics

Numbering

14. Pamphlets in Volumes I to III are numbered consecutively for ease of reference and to emphasize the progressive nature of the training build-up. Pamphlets in Volume IV are not numbered and are, perhaps, more in the nature of handbooks than pamphlets.

Application

15. All Infantry Training Pamphlets are produced by the School of Infantry. Those pamphlets which are applicable to all arms are shown as such in their title.

Amendments

16. From time to time, it becomes necessary to issue amendments to pamphlets. These are occasioned by many factors, such as technical modifications, revised safety rules and the constant evolution of military theory. Routine amendments are issued half yearly, as necessary.

Scope of individual pamphlets

17. The scope of each pamphlet is :—

No.	Title	Scope
1.	General Introduction (All Arms)	Introduction to Infantry training. Infantry Training series of pamphlets. Principles and methods of instruction. Preparation of programmes. Safety precautions during training.

VOLUME I—INFANTRY PLATOON WEAPONS

2.	Fieldcraft (All Arms)	Use of eyes—observation, visual training, judging distance, recognition of targets. Use of ground—for movement and for fire. Use of brain—initiative, cunning, alertness. NOTE:—Fieldcraft is common to all weapons but it is dealt with in a separate pamphlet to save repetition in each weapon pamphlet.
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|-----|--|---|
| 3. | No. 4 Rifle and Bayonet
(All Arms) | The technical and battle handling of each weapon by the individual soldier or weapon team, with cross references to Pamphlet No. 2, Fieldcraft. |
| 3A. | 7.62-mm Self Loading Rifle and Bayonet (All Arms)
(For rifles of Belgian manufacture) | |
| 3B. | 7.62-mm Self Loading Rifle and Bayonet (All Arms)
(For rifles of British manufacture) | |
| 4. | The Sub-Machine Gun
(All Arms) | |
| 5. | 9-mm Browning Self Loading Pistol (All Arms) | |
| 6. | Light Machine Gun and Section Handling (All Arms) | |
| 7. | Grenades (All Arms) | |
| 8. | The Light Mortar (2-inch) | |
| 9. | Part I The Anti-tank Grenade, No. 94
(ENERGA)
Part II 3.5-inch Rocket Launcher | |
| 10. | Sniping | |

No.	Title	Scope
11.	Trained Soldiers (All Arms) Exercises in Handling of Weapons	Handling weapons, on the classification range, on the field firing range, battle inoculation.
12.	Fire control and Theory of Small Arms Fire (All Arms)	For officers and NCOs only.
13.	The Ackpack Flame Thrower	Technical and battle handling.

VOLUME II—INFANTRY HEAVY WEAPONS

21.	3-inch Mortar	} Technical and battle handling.
24.	The Medium Machine Gun:—	
	Part I — Mechanical Subjects	
	Part II —Drills and Training	
	Part III—Fire Control	} Technical and battle handling.
26.	Range-finder No. 12	
—	Provisional Pamphlet for the 120-mm MOBAT	
	Part I —Technical and Battle Handling	
	Part II—Tactical Handling	Tactical handling.

VOLUME III—RANGES AND COURSES

31.	Ranges (All Arms) (All in one pamphlet)	Annual range courses, range duties, classification ranges, rifle meetings, records and returns. Conducting officers, accidents, defects.
	Part I—Annual Range Courses	
	Part II—Range Work—General	Safety rules and conduct of practices. Field firing. Battle inoculation.
32.	Range construction and Regulations (All Arms)	Destruction of blinds. Selection of sites, construction of ranges. Technical details of ranges for different weapons and field firing. Targets and target apparatus. Wartime danger areas.

VOLUME IV—TACTICS

No.	Title	Scope
—	The Infantry Platoon in Battle	Man-management, organization, information. Battle procedure and battlecraft at platoon and section level. Protection, defence, patrols, the deliberate attack, night attack, withdrawal and relief. Crossing water obstacles, fighting in built-up areas, clearing small woods. Supporting arms. Section and platoon exercises. NOTE:—Includes tactics for operations under nuclear conditions.
—	The Infantry Battalion in Battle	The organization, training and administration of the Infantry battalion. Tactical handling, under nuclear and non-nuclear conditions, in all the phases of war. Movement, by land, sea and air.

CHAPTER 3

PRINCIPLES AND METHODS OF INSTRUCTION

Principles

18. Infantry training is conducted in accordance with the principles taught at the Army Methods of Instruction Centre which is located at the School of Infantry. Certain aspects of these principles require special emphasis in their application to weapon training.

19. A large part of weapon training instruction consists of inculcating manipulative skills; fieldcraft itself includes skills like crawling.

20. Squads should be sized according to the number of weapons available. If supplies are short, equipment may be pooled and it may also help if periods of instruction are staggered.

21. Many weapon training skills combine an essential element of reasoning with a grounding of factual knowledge, the whole being termed a technique. Typical examples include dealing with LMG stoppages and using wind and elevation tables. The instructor should therefore make the soldiers in his squad use their own brains as much as possible during lessons on subjects of this kind. This can be done by the intelligent use of questions and problems.

22. Lessons will be taught in stages which the squad are capable of assimilating. The instructor must check at each stage that the teaching is being taken in thoroughly.

23. An instructor should be expert in his weapon or subject if the squad is to have full confidence in him and profit from his example.

Preparation of instruction

24. The first requirement for effective instruction is thorough preparation. Problems, questions, tests and competition can all play a part in successful teaching but they must be planned in advance.

Sequence of instruction

25. The normal sequence of instruction in a squad lesson is:—

- (a) Preliminaries and safety precautions.
- (b) Any revision necessary to lead in from previous lessons.
- (c) An interesting approach giving the aim of the lesson and its battle purpose.
- (d) The lesson itself in logical sequence and in convenient stages, each stage being taught by:—
 - (i) Explanation with demonstration.
 - (ii) Imitation with correction of mistakes.
 - (iii) Practice.
- (e) End of lesson drill in which students' questions are called for, the instructor satisfies himself that his aim is achieved and emphasizes the main points in a summary.

Personal approach

26. An instructor must be enthusiastic and well endowed with common sense. He must take a personal interest in his students, be sympathetic to them and understand their outlook. He should encourage them with praise when this has been earned but must always show restraint and avoid sarcasm. It is essential for an instructor to be articulate and capable of teaching without constantly repeating phrases from the pamphlet, parrot fashion.

27. The instructor must avoid personal mannerisms which distract the attention of students. He should cultivate slow, quiet, distinct speech, guard against a monotonous voice and refrain from shouting.

28. He should expect and look for mistakes, helping the student to correct himself. A brief demonstration of the faults, followed by interrogation, is a good way of doing this. Correction should be followed by encouragement.

29. Faults due to slackness or neglect should be dealt with firmly. Criticism after an honest effort must be such as will encourage a further and better effort. Good work should be acknowledged.

Class management

30. Instructors must always ensure that their students can see to the best advantage during both indoor and outdoor lessons. In teaching, as distinct from hardening, comfort must be considered. It is impossible to retain the interest and attention of students who are uncomfortable.

Competition

31. Provided accuracy is not sacrificed for speed, competition is an effective means of arousing interest. It is even possible within the squad if students are organized in small teams of three or four. Points scored can be recorded on the blackboard.

Details of weapon training competitions are given in pamphlet No. 11.

Test results

32. The results of tests should be published as an incentive to further effort.

Interest and originality

33. The instructor should give constant attention to the need for making the instruction more interesting and the lessons less standardized. He should aim at greater efficiency coupled with originality of form in which his own personality and initiative should be made to count. Although there can only be one way of giving a map reference, there is no limit to the scope for making map reading more interesting, and exciting.

CHAPTER 4

PREPARATION OF PROGRAMMES

34. A training programme is prepared in four stages, as explained below. This chapter also includes notes on weapon training programmes, carrying out a programme, and training under interrupted conditions.

Stages in preparation

35. The stages in the preparation of an individual or cadre training programme are:—

- (a) Consideration of the aim and relevant factors.
- (b) Preparation of detailed and block syllabi.
- (c) Preparation of a block timetable.
- (d) Preparation of instructors' and students' programmes.

Consideration of the aim and relevant factors

36. This first stage is an appreciation of the problem and the first requirement is to decide the aim. The standard of training to be reached will be laid down by the officer ordering it.

37. Programmes may be required for:—

- (a) Recruit weapon training.
- (b) Exercising trained soldiers before they fire range courses.
- (c) Further training of backward shots.
- (d) Training instructors and junior leaders.
- (e) Refresher courses for instructors.
- (f) Preparing officers and NCOs for passing-in tests at Army Schools.
- (g) Tactical courses of various kinds.

38. A syllabus for the training of instructors will require material for:—

- (a) Teaching the subject to the students.
- (b) Teaching them how to instruct in this subject.
- (c) Giving them teaching practice.

39. A clear distinction must be drawn between teaching and practice and hardening. Initial teaching should be given under conditions of reasonable comfort.

40. Practice must always be progressive and must not just consist of the repetition of initial teaching.

41. Hardening is the process of carrying out training under battle conditions and is time to lead up to a test exercise or actual operation.

42. When the aim is known, factors to be considered may include:—

- (a) Number, knowledge and type of students or trainees.
- (b) Instructors available, their knowledge and ability to teach.
- (c) Subject matter to be taught, whether facts or skills.
- (d) Time available and hours of work.
- (e) Indoor accommodation, training areas and ranges available.
- (f) Distance to training areas and ranges.
- (g) Stores available including ammunition.
- (h) Transport available for exercise and range work.
- (j) Anticipated interruptions to training including administrative and pay parades.

43. The ideal squad consists of eight or nine men, depending on whether they are to be organized for instruction in pairs or teams of three.

Types of syllabus

44. There are two kinds of syllabus:—

- (a) The detailed syllabus consists of a list of every necessary period for teaching, practising and testing in each subject to achieve the aim. Time must be allowed for travelling and changing clothes.
- (b) The block syllabus is a list of all the subjects to be taught, in which is shown the total number of periods required to reach each subject, as calculated in the preparation of the detailed syllabi. Any necessary administrative periods and also some spare periods must also be included.

Preparation of syllabi

45. Preparation should follow this drill:—

- (a) Consider the aim of the whole course and decide on the subjects which must be taught to achieve it. List these for the block syllabus.
- (b) Consider the aim in teaching each subject and the essential lessons which must be taught. Planning should be based on the time required to learn rather than the time available.

(c) Complete an initial block syllabus. The total number of periods required will in all probability exceed the number allotted. If so, reconsider:—

- (i) Whether each subject and each period is essential to the aim.
- (ii) Whether extra instructors or equipment can be made available.
- (iii) Whether the administrative allotment can be reduced.

(d) If the time required is still longer than that available, the original aim is evidently impracticable. The officer ordering the training should be so advised and asked either to grant more time or to modify the aim.

46. Avoid trying to teach too much in too little time. A limited amount properly taught is better than a greater amount only partly taught. If the tempo of training is too fast, men cannot absorb everything and they are then apt to miss the things which matter most.

Examples

47. An example of the layout of a detailed syllabus is given below:—

Detailed Syllabus—Recruit Training

Subject:—The 7.62-mm SL Rifle and Bayonet

Code Letter:— R

Aim:— To teach Recruits to use and maintain their rifles in battle.

Serial	Method	Detail	Reference IT Vol I Pamphlet No 3B	Periods	
				Day	Night
R 1 & 2	Lesson	Safety	Lesson No. 1	2	—
		Stripping			
		Cleaning	Lesson No. 2	1	—
		Magazine			
		filling	Practice 1	1	—
		Sight setting			
		Loading and	Revision	1	—
		unloading			
R 4	Practice	Lessons 1 & 2			
R 5	Lesson/ Practice	Revision			
Etc	etc	etc	etc	etc	etc
Total					

48. An example of the layout of a block syllabus is given below:—

Block Syllabus—Company Commanders Course

Subject	Periods	
	Day	Night
Rifle	9	3
LMG	4	2
SMG	2	2
Etc, etc	etc	etc
Administration	2	
Spare	1	
Total		

Preparation of block timetable

49. The block timetable is drawn up to ensure that the subjects and lessons within each subject are arranged in logical and progressive sequence. It is a distribution of periods by weeks or days, according to the length of the training, and acts as a mathematical check on the number of periods.

50. Points to note are:—

- Do not teach too many subjects on the same day or during the same week. Vary the method of presentation rather than the subjects being taught.
- Allow spare periods towards the end of each week and the end of the period of training to compensate for interruptions or slow progress. These may be used at any time to keep the programme flexible.
- Build up the syllabus to end with a stiff test exercise which will give the students an incentive. A weekly test will have the same good effect, leading to a final climax.
- Though training must be progressive and the ground work must be thoroughly covered, students should occasionally be given the chance to "run before they walk," to jump ahead, even if only for a short time, and to try out practically what they are ultimately aiming to achieve. Mistakes may be made but the students will return to the normal curriculum with heightened interest and a fuller appreciation of the purpose of their work.

51. An example of the layout is given below:—

Block Timetable

Code	Subject	Week						Total (agrees with block syllabus)
		1	2	3	4	5	6	
R	Rifle	24	23	—	3	—	2	52
G	LMG			17	20	9	2	48
M	Maps		4	3	3	5		15
D	Drill	4	4	4	4	4	4	24
T	Test	2	2	4	2	2	6	18
	Etc							
		44	44	44	44	44	44	264

The master programme

52. The aim should be to incorporate all the material listed in the syllabi, arranging it so that it will be interesting and easy to assimilate.

53. Points to remember are:—

- Stagger periods to offset shortage of instructors, equipment accommodation or areas.
- Allow sufficient time for movement and breaks.
- Do not always stick to 40 minute periods and remember time is often saved by having consecutive periods on the same subject, thus avoiding frequent changes in equipment and location. Variety can be introduced by employing different ways of presentation rather than by frequent changes of subject.
- Mix active with static periods.
- Put the hardest physical and mental work in the morning.
- Put the most interesting work in the afternoon and try to avoid lectures after lunch.
- Plan each day to end with a climax such as a good test.
- Consider the implications of wet weather.
- Arrange centrally conducted periods daily during which other instructors can rehearse for the morrow.
- Arrange a daily meeting of instructors to go over progress and plans for the next day.
- If there are weak links among the instructors, it may be necessary to limit them to teaching certain subjects. The squads then move round from one instructor to another, instead of being taught by their own permanent squad instructors. This method gives the instructors more time for preparation but they may become stale sooner, personal contact is reduced and the competitive spirit is largely sacrificed.
- This master programme will contain all details of time, students, subjects, accommodation or area, instructors, dress, movement, stores and meals. Separate simple programmes for instructors and students may be compiled from it. Whereas the instructors' programme is usually issued to them, they in turn should normally produce the students' programme.

Examples

54.

Master Programme

(a) Weapon Training

Date	Time	Pl	Subject	Area	Instr	Dress	Remarks
1 Apr	0830	1	R6	E Range	All	WT order	Breakfast 0600 MT 4 x 3 ton coy office 0645 hours
	0830	2	G3	Football ground	All	WT order	
	0920	2	FD 2	Pellet range	All	CF	
	1015	1 } 2 }	PT	Gym	PTI	PT	All instrs conference coy office

(Notes—overleaf)

Notes :—

- (i) Detail of stores and equipment for weapon training need not be included as they are given in detail in the instructions for the conduct of each lesson.
- (ii) The instructors can find all they need to know from this programme which would be largely meaningless to the students. A simpler programme may be drawn up for the instructors of each platoon or other sub-unit under training.

(b) *Tactical Training*

Date	Time	Pl	Subject	Area	Instr	Dress	Adm	Remarks
1 Apr	0830-1030	1	MR 4	Water tower	All	CF	Maps and compasses	
	0830-1000	2	Standing patrols	Gravel pits	Coy comd	CF		3 Pl
	1115	All	Pl in def	DH	OC 2 Pl	CF		Dem sec

55. **Daily Programme for Students**

Jellalabad Pl
1 Apr 60

Time	Subject	Area	Instr	Adm
0830-0910	How to present arms when paying compliments	Square	RSM	Battledress, rifle and bayonet
0930-1100	How to move unseen with the LMG	Ash Meadows	Pl NCOs	Denims LMGs
1115-1200	Using cover with the LMG	Ash Meadows	Pl NCOs	Denims LMGs
1210-1245	Grading and your pay	Education room	Captain Sale	Clean fatigue

Notes:—This programme is produced by each platoon or squad from the weekly programme written by the company or cadre commander.

Weapon training programmes

56. Mutual periods should not be arranged on the day of the original instruction nor on the day of an examination or test.

57. The introduction of too many new weapons at a time will confuse the learner.

58. A succession of elementary lessons on one aspect of one weapon is boring. If lessons on the same weapon follow one another, variety must be introduced without breaking the sequence of instruction. A lesson on aiming, for example, might be followed by a lesson on trigger control but not by another lesson on aiming.

59. Recruits should complete their basic instruction in each weapon by firing it on the range.

60. Lessons on the use of cover with the rifle must precede lessons on the use of cover with other weapons.

61. Zeroing will precede coaching.

62. Range shooting should be conducted at the time when light conditions are expected to be most favourable on the range concerned.

63. The theory of fire should be taught to all instructors before they begin their teaching career.

64. Training should be from basic to progressive and on to exercising.

65. Bayonet fighting is part of close quarter battle with the rifle and should therefore not be taught until this general stage of instruction is reached.

66. Good administration is necessary to keep students receptive to their lessons. Foresight is essential to ensure that all equipment, targets, stores, etc., are ready at the right place and at the right time.

67. Punctuality must be observed in beginning and ending each period of instruction.

68. The published results of tests and competitions are an incentive to further effort and added keenness.

Training under interrupted conditions

69. Local conditions may cause breaks in continuity, especially in overseas stations, due to internal security duties, guards and working parties which make it difficult to keep to a prepared weekly programme. The following method is recommended for overcoming difficulties of this nature:—

- (a) The programme should be prepared on a D1 (First day), D2, etc basis instead of for specified dates.
- (b) Careful records must be kept of the periods attended and the standard achieved by each individual.
- (c) Programmes should not be too ambitious ; priorities must be stated.
- (d) Sub-units which can be spared completely from time to time should be relieved of other duties to enable them to train without interruption for as long as possible; this is simply a matter of unit organization.
- (e) Even if this is not possible, individual training can still continue if instructors are warned and can be ready to teach specific periods from the programme at short notice.

Training calendar

70. The training officer of a unit should compile a calendar in which all future known training activities and any future known interferences with training are recorded. This calendar must be revised as necessary daily. It must be consulted before the weekly programme is made out. Sub-unit commanders must therefore have copies of or easy access to the training calendar.

CHAPTER 5 CONFIRMATION

PART I — TRAINING TESTS

71. Details of standard training tests are given in the appropriate weapon pamphlet and in AB 142.

72. Testing is an essential feature of military training. It provides a goal for which the soldier aims and a yardstick by which both the instructor and the soldier himself can measure progress.

73. Testing should not be confined to the standard tests.

Instructors must prepare and conduct tests of their own devising.

Aim of tests

74. The main aim of tests are:—

- (a) To grade soldiers at the beginning of a course of instruction or at any particular stage in that course.
- (b) To assess how much instruction is being assimilated so that its pace may be regulated, if necessary to achieve the desired standard, and any weakness put right. Tests for this purpose are called achievement tests. They have additional instructional value because men tend to remember quite vividly any points covered in a test.

Types of tests

75. All tests may be classified as either tests of facts or tests of skills.

76. *Facts* can be tested by:—

- (a) Questions asked during the course of a lesson.
- (b) Short answer tests which can be verbal or in writing. An example is the multiple choice test in which the student chooses from four or more alternatives.
- (c) Visual tests in which the student is asked to identify and explain either a series of symbols or signs on paper, or else a series of articles such as the parts of a gun or carburettor.

77. *Skills* can be tested by:—

- (a) Normal practical tests and competitions carried out during the course of a lesson.
- (b) Tests of elementary training which are standard tests laid down in the relevant weapon pamphlets of the Infantry Training series.
- (c) Battle handling tests. These are not laid down because it is manifestly impossible to cater for all the widely differing types of ground on which such tests might be held. They will be devised by instructors who should use the more advanced lessons in Pamphlet No. 2 and No. 11 as a basis.

Preparation of tests

78. Much thought, care and hard work is involved in the preparation of good tests. A good test must be reliable if it is to enable the instructor accurately and concisely to estimate the soldier's knowledge and/or performance. This implies:—

- (a) Absence of ambiguous questions or directions.
- (b) Absence of problems easily solved by guess work.
- (c) Fair and clearly defined passing standards which ensure that the soldier knows precisely where he stands and the instructor has no difficulty in deciding who has passed.

79. Passing standards should only be decided on when the test has been checked by as many experts as possible. A competent instructor should always take the test first as a guide to the passing standard.

Conduct of tests

80. When it is necessary to test a lot of students in several subjects, the most convenient method may be to circulate them in groups to stands at each of which a different test is given.

81. The conditions of a test must be clearly explained to the soldier before he is asked to begin. He should carry out the test after due warning and without assistance. He must pass or fail on his merits and be informed of the result as soon as possible.

82. The results of standard tests such as tests of elementary training must be entered in the soldier's AB 142 immediately. Failure to do this will cause unnecessary work for all concerned and possible financial hardship to the soldier when he moves to a different unit.

83. Discussions after tests are of real instructional value.

PART II—REVISION

Aim

84. The aim of revision is to maintain a standard already reached.

Methods

85. To achieve this aim it may often be necessary to re-teach some subjects or parts of a subject. Considerable effort must therefore be made if boredom is to be avoided. The following methods are suggested:—

- (a) Make a fresh approach to the subject which should then be tackled in a new way.
- (b) Ensure that revision is progressive and that students are conscious of this progress.
- (c) Make the maximum use of competitions.
- (d) Keep the revision practical.
- (e) Prepare revision periods with just as much care as basic instructional periods.

Sequence

86. The following sequence will help to ensure that revision is progressive and that needless repetition is avoided:—

- (a) *Test* at the beginning to find the standard.
- (b) *Practice* to deal with weak points revealed by the test.
- (c) *Competition* to include a final test on the whole subject.

Maintaining the standard

87. Once the required standard has been reached, revision should consist of a series of exercising periods designed to maintain that standard.

CHAPTER 6

SAFETY PRECAUTIONS DURING TRAINING

Scope

88. Full details of safety precautions to be observed when using live ammunition on classification or field firing ranges are to be found in Infantry Training, Volume III, Pamphlet No. 31, Part II, Range Work—General. (WO Code No. 9485). The rules for field firing ranges will apply to all exercises, including battle inoculation, in which any form of ammunition or explosives is used. Details of the rules for handling and storing ammunition are to be found in *Ammunition and Explosives*, WO Code No. 13150.

89. This chapter is intended to set out the safety precautions necessary when carrying out training other than on a firing range, and to the main rules for handling and storing ammunition.

Reason for safety regulations

90. Drill cartridges, shells, rockets, bombs and grenades are indispensable in training. The danger exists that they may become mixed with live ammunition and that accidents may thus be caused. Rigid safety precautions are essential during preliminary training to prevent this occurring.

Responsibilities of instructors

91. All officers, warrant officers and non-commissioned officers must bear in mind that they are responsible for the safety of men placed in their charge. All instructors must therefore be constantly on their guard against accidents and must bring to the notice of their superior officer anything which they think might lead to an accident.

Rule for beginning lessons

92. The general rule is that when dealing with a lethal weapon, either with drill or live ammunition, the lesson will always begin and often end with safety precautions.

Battle inoculation

93. Battle inoculation is an established part of training. It involves the use of live ammunition and of small explosive charges to represent HE shells and bombs. Expert knowledge is required to make up and detonate charges of this kind. Commanding officers are responsible for ensuring that one of their officers is properly trained to undertake this task.

Thunderflashes

94. Thunderflashes are good for making training sound realistic. Their use may give rise to a danger of injury by flying fragments therefore after ignition they must be thrown a safe distance away from troops. The wooden striker in the base of Canadian pattern thunderflashes will always be removed before throwing.

Routine safety precautions

95. Instructors will carry out the following safety precautions before beginning any lesson in which drill cartridges, bombs, shells, grenades or rockets are being used:—

- (a) Inspect all weapons.
- (b) Inspect all ammunition pouches, machine gun belts and boxes, magazines, and bomb, grenade, shell, rocket and other carriers to ensure that no live or inert ammunition is present.
- (c) Inspect all cartridges, bombs, shells, grenades, rockets, mines and any other materials being used.
- (d) Show their own weapons, pouches, drill cartridges, bombs, grenades, rockets and any other material to the squad under instruction.
- (e) Inspect grenades and grenade stores; order the first safety precaution to be carried out in grenade training.

Aiming disc

96. Drill cartridges will **never** be used in aiming at an aiming disc held to the eye.

Live ammunition

97. Live ammunition and explosive material will not be used for instructional purposes, other than firing practice, unless the appropriate weapon training pamphlet specifically directs that this will be done.

Handling and storing ammunition

98. Ammunition should be kept perfectly dry and clean and should not be exposed to extremes of temperature.

99. Drill cartridges, bombs, shells, rockets or grenades will not in any circumstances be kept in, issued from or returned to the same store in which ~~ball or blank ammunition is kept~~. *LIVE AMMUNITION IS KEPT*

100. Only cartridges, bombs, shells, rockets and grenades supplied by the RAOC will be used.

101. It is forbidden to break down, tamper or experiment with live ammunition.

102. *Practice* inert projectiles are used for the mortar and 3.5-inch rocket launcher. They can be fired but do not explode on impact. Normal precautions are necessary at the firing end but there is no fragmentation area at the target end. Instructors must remember that ~~inert~~ *practice* projectiles are armed ready to fire and are therefore potentially lethal to anyone in front of them. They will not be used in place of drill material for instructional purposes nor will they be stored with drill bombs.

Safety rules and conduct of practices on all ranges and training areas

103. Weapons which have been loaded will never be left unattended.

Action in the event of an accident

104 *First Aid.* All ranks, and especially officers, warrant officers and NCOs must realise that a knowledge of first aid coupled with quick, intelligent action, may save life endangered by an accident.

105. *Technical.* If an accident should occur, the procedure to be followed is laid down in "Ammunition and Explosive Regulations", Pamphlet 2, Part VII. ~~Pamphlet 2~~ Instructors on the spot will take the following local action:—

- (a) Make no attempt to clean the weapon involved.
- (b) Make a thorough search for fragments of shattered metal, if applicable.
- (c) Do not interfere with the weapon, grenade, shell or bomb or fragments of them.
- (d) Take statements from witnesses on the sequence of events as soon as possible after the accident.
- (e) Make an immediate note of the batch number of the ammunition.
- (f) Keep the next round or bomb to be fired.
- (g) Segregate the remaining rounds of the batch at once.
- (h) Note the weather conditions, the state of the ground and the condition of the weapon.

This information is essential to enable technical experts to investigate the exact cause of the accident and to enable them to recommend modifications which may be found necessary in arms and ammunition and in existing safety precautions.

RESTRICTED